**11 ENGLISH Semester 1: UNIT 2-AREA OF STUDY 2, CONTEXT-Family and Society Text: *I’m Not Scared* SAC’s: Creative and expository**

**Creating and presenting**

In this area of study students’ writing is informed by their reading of a range of texts relevant to one of the Contexts listed below. They are encouraged to read widely and to study at least one set text or a collection of shorter set texts in order to examine the effects of form, purpose, audience and context on the authors’ choice of structure and language. They draw on the knowledge gained from this study to create their own written and/or multimodal texts in a process which includes planning, reviewing and editing.

**Exploring and presenting themes or ideas**

In this Context (Family and society) students explore the ways in which particular themes or ideas are presented in set print, non-print and multimodal texts. Students draw on this exploration to create and present their own written and/or multimodal texts on the same theme or idea for a specific audience, purpose and context.

**Outcome 2**

On completion of this unit the student should be able to create and present texts taking account of audience, purpose and context.

*Key knowledge*

This knowledge includes

• the structures, features and conventions of a range of print, non-print and multimodal texts created for different purposes; for example, personal and imaginative, informative, instructional, argumentative or persuasive;

• the effects of form, context, audience and purpose on the author’s choice of structure and language;

• the visual, auditory and digital features used by authors to make meaning;

• strategies for planning and revising text responses for coherence of form, language, structure, audience and context;

• the metalanguage necessary to be able to discuss structures, features and forms of their own and others’ texts;

• the conventions of spelling, punctuation and syntax of Standard Australian English.

*Key skills*

These skills include the ability to

• use accurately the structures, features and conventions of a range of print, non-print and multimodal texts;

• select text type, subject matter and language to suit a specific audience, purpose and context;

• draw on content suggested by set texts to develop and support ideas and arguments;

• plan and revise for coherence of form, language, structure, audience and context;

• use appropriate metalanguage to discuss structures, features and forms of their own and others’ texts;

• use the conventions of spelling, punctuation and syntax of Standard Australian English.

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| Outcome 2 Creative  Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context. | |
| MARK RANGE | DESCRIPTOR: typical performance in each range |
| 25–30 marks | Skilful shaping of ideas, arguments and language appropriate to the chosen form, audience, purpose and context. Sophisticated understanding of complex ideas and/or arguments relevant to the chosen Context and presented in selected text/s; a demonstrated ability to draw on and develop these in the creation of own text/s. Highly expressive, fluent and coherent writing. Use of appropriate metalanguage to present an insightful, highly expressive and coherent written explanation of personal authorial choices. |
| 19–24 marks | Considered use of ideas, arguments and language appropriate to the chosen form, audience, purpose and context. Thorough understanding of ideas and/or arguments relevant to the chosen Context and presented in selected text/s; a demonstrated ability to draw purposefully on these in the creation of own text/s. Expressive, fluent and coherent writing. Use of appropriate metalanguage to present a considered, expressive and coherent written explanation of personal authorial choices. |
| 13–18 marks | Suitable use of ideas, arguments and language appropriate to the chosen form, audience, purpose and context. Clear understanding of basic ideas and/or arguments relevant to the chosen Context and presented in selected texts; a demonstrated ability to draw on these to some degree in the creation of own text/s. Generally expressive, fluent and coherent writing. Use of metalanguage to present a clear, coherent and general explanation of personal authorial choices. |
| 7–12 marks | Use of ideas, arguments and language generally appropriate to the chosen form, audience, purpose and context. Some understanding of basic ideas and/or arguments relevant to the chosen Context and presented in selected texts; some evidence of an ability to draw on these in the creation of own text/s. Clear expression of ideas in writing. Use of limited metalanguage to present a general explanation of personal authorial choices. |
| 1–6 marks | Little evidence of an ability to use ideas, arguments and language appropriate to the chosen form, audience, purpose and context. Limited understanding of basic ideas and/or arguments relevant to the chosen Context and presented in selected texts; little evidence of an ability to draw on these in the creation of own text/s. Simple expression of ideas in writing. Little use of metalanguage and minimal discussion of authorial choices. |